



Mount Hawke Academy

Accessibility Plan

2021 / 2022

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Mount Hawke Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head of school and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____ Miss C Biddick (Head of School) Date: _____ September 2021

_____ Chair of hub council Date: _____

Next Review Date: September 2022

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|---|---|--|-------------|--|-------------|
| Short Term | School needs to determine if relevant staff have skills to support with pupils with DSEN. | Audit current skills of staff and provide INSET to staff members. Training for teachers on differentiating the curriculum as required. | Head of school/ External advisors/SENCO | Spring 2022 | Staff members have the skills to support children with SEND | Autumn 2022 |
| Medium term | Extra-curricular activity opportunities are not wholly accessible for individuals with some physical impairments. | The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments. Changes to allow for the greatest level of participation will be made as the review recommends. | Teachers/SENCO/ external providers | Summer 2022 | Planning of school trips takes into account pupils with SEND | Summer 2023 |

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| Long term | To assess future pupils needs against the curriculum to assess accessibility, | Make reasonable adjustments to the curriculum for pupils with DSEN as required. | Head of school/ICT Manager/SEN CO | Autumn 2020 | Pupils with DSEN can access the curriculum fully. | Spring 2023 |

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|---|--|--|-------------|---|-------------|
| Short term | Review Personal Emergency Evacuation Plans for pupils with physical difficulties | Identify all exit routes for pupils with physical difficulties | SENDCO/ Teachers/Teaching Assistants | Autumn 2021 | Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties. | Autumn 2022 |
| Medium term | Step edges on approach to main entrance are not highly visible for pupils with vision impairment. | Install tread highlighters to step edges. | School caretaker | Spring 2022 | Access to the school is improved. | Autumn 2022 |
| Long term | Persons with hearing loss are not warned of fire by alarms | Consider replacement of fire warning systems. | School business manager/building contractors | Summer 2024 | Visual and audible alarm systems are present. | Autumn 2025 |

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|--|---|-------------------|-------------|--|-------------|
| Short term | Management are aware that some information provided is not easily accessible for families and pupils who do not have internet access | Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access. | SENCO/ICT manager | Autumn 2021 | School is aware of accessibility gaps to its information delivery procedures | Summer 2022 |
| Medium term | Some written information is not accessible to people with visual impairments | Provide written information in alternative formats including 'easy read', 'large print' or 'symbols'. | SENCO/ICT manager | Spring 2022 | Written information is fully accessible to all with visual impairments | Summer 2023 |
| Long term | People with DSEN may not be able to fully access all areas of the School website. | Audit of website | ICT manager | Summer 2022 | Website is fully accessible | Autumn 2022 |